

LLT 895
High Intermediate Lesson Plan
Health and Safety
December 3, 2009

Swine Flu Pandemic

Objectives:

SWBAT:

- Understand and use words related to Swine Flu
- Describe symptoms and treatment of Swine Flu
- Explain the implications of the term *Swine Flu* vs. *H1N1*
- Define *pandemic* and explain how an alert is declared
- Describe the public's fear and response to the pandemic

Materials:

- PPT
- Internet Access/Speakers
- Blackboard/Chalk
- Handout #1 – Swine Flu Vocabulary
- Handout #2- Swine Flu Facts
 - <http://video.nytimes.com/video/2009/04/27/science/1194839833277/questions-about-swine-flu.html>
- Handout #3 – Swine Flu vs. H1N1
- Handout #4- Official Swine Flu Pandemic
- Handout #5 – Public Fears
 - <http://www.youtube.com/watch?v=yAbWbAe3Y04>

1. Introduction to topic: (Handout #1) (20 minutes)

- Give Ss handout
- Ask Ss to put Swine Flu prevention ideas in order
- Tell Ss to compare answers with a partner
- Call on Ss to share what ideas they think are the most important to prevent Swine Flu
- Ask Ss to work with a partner to match the vocabulary words with their definition about Swine flu
- Review the answers as a class via PPT.
- Call on Ss to use the words in a sentence
- Describe the difference between *pandemic* and *epidemic* via PPT.

2. Swine Flu Questions and Video (Handout #2) (20 minutes)

- Put Ss into pairs.
- Give Ss handout with 5 questions about Swine Flu prevention and treatment to answer with a partner.
- Play video and ask Ss to listen for answers to the same questions they discussed with their partner.
 - <http://video.nytimes.com/video/2009/04/27/science/1194839833277/questions-about-swine-flu.html>
- Ask Ss to compare their answers with the same partner.
- Review the answers as a class via PPT.

3. Swine Flu vs. H1N1 (Handout #3) (30 minutes)

- Ask Ss if they know what the difference is between H1N1 and Swine Flu.
 - Swine Flu has a negative connotation
 - H1N1 as called by Obama and WHO
- Give Ss handout to read and answer comprehension questions.
- Ask Ss to compare their answers with a partner
- Review the answers as a class via PPT
- Give Ss second part of handout with 6 bolded words from reading and questions.
- Ask Ss to match the bolded words with the correct definition
- Review the answers as a class via PPT
- Ask Ss to put the appropriate word in the blank and call on Ss to give answers
- Put Ss in pairs and Ss will make their own sentences
- Call on Ss to share their sentences

4. Declaration of Pandemic (Handout #4) (20 minutes)

- Give Ss handout and ask them to read and fill in the vocabulary blanks with the word discussed at the beginning of class.
- Tell Ss to check answers with a partner
- Review the answers as a class via PPT
- Explain the term, “pandemic” as given in handout

5. Public Panic (Handout #5) (30 minutes)

- Watch video about swine flu pandemic (first 1 minute and 18 seconds)
 - <http://www.youtube.com/watch?v=yAbWbAe3Y04>
- Call on Ss to share their thoughts on video
- Ask Ss if they think the panic is justified by the severity of the flu
- Give Ss handout
- Tell Ss to read and fill in graphic organizer with a partner
- Ask Ss to guess the meaning of the bolded words by matching them
- Review the answers as a class via PPT
- Ask Ss if they would use hand sanitizer and discuss whether or not the public panic is justified
- Call on Ss to their opinion about the public’s panic